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ABSTRACT

This annual report of the Advanced Job Skills Training (AJST) Project describes the methodology used to develop competency-based training for child protective services (CPS) specialists who are in their first 24 months of employment. The project's steering committee determined that AJST was an inappropriate point to begin developing CPS specialists skills and agreed to revise Basic Job Skills Training (BJST), to redefine the time spent in the BJST classroom, and to increase the role of the CPS supervisor in measuring the competency of the CPS specialist during the first 24 months of employment. In the former BJST classes, new CPS specialists spent three weeks at a centralized training center. This requirement has been eliminated. The project identified the skills required for tasks performed by CPS specialists and revised the training curriculum accordingly. Plans are being made to conduct a pilot test of the revised curriculum in two DHS administrative regions. A training evaluation form and the agenda of the CPS BJST are appended. (RH)

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Annual Report: Innovations in Protective Services

P.L. 93-247 Grant Award #06C23/09

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Advanced Job Skills Training Project

September 30, 1985

PS 015469

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Office of Programs
Texas Department of Human Services

ADVANCED JOB SKILLS TRAINING PROJECT

Annual Report

September 1, 1984, through August 31, 1985

This project was funded by the Office of Human Development Services, U.S. Department of Health and Human Services, in fulfillment of OHDS Grant No. 06C23-09, P.L. 93-247 State NCCAN Grant Funds.

The views expressed herein are those of the authors and do not necessarily reflect the official position of the Office of Human Development Services of the U.S. Department of Health and Human Services.

September 30, 1985

PS015469

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CONTENTS

General Introduction v

Acknowledgments vii

Executive Summary ix

Background and Origin 1

Project Operations 2
- Objectives 2
- Steering Committee 2
- Administrative Plan 3
- Competency-Based Model for Training 3
- Exemption from Training 4
- AJST Curriculum Components 4
- Systems to Validate and Revise Curricula 5
- Training for Trainers 5
- Revisions in BJST 5
- Pilot Test 6
- Utilization and Dissemination 6

Appendix

A Training Evaluation Form
B BJST Agenda

GENERAL INTRODUCTION

Innovations in Protective Services is the collective name of seven projects funded by P.L. 93-247 state grant money and conducted by the Texas Department of Human Services (DHS). The seven demonstrations, designed to test ideas for improving services to children in need of protection, are listed below:

- Multidisciplinary Institute for Child Sexual Abuse Intervention and Treatment;
- Project Amistad (Friendship), a Joint Venture between DHS and Family Outreach;
- Family-Centered, Home-Based Intervention for Protective Services Clients;
- Child Protective Services Case Management;
- Child Abuse and Neglect Prevention;
- Advanced Job Skills Training; and
- Automated Performance Tracking and Productivity Improvement.

Overall objectives established for the seven projects are to develop innovative child abuse and neglect programs using volunteers and private agencies; to strengthen the quality of services for child abuse and neglect through competency-based and specialized training programs; and to develop models and program designs for planning and delivering child abuse and neglect services and for allocating resources.

Priorities from DHS's long-range plan for child protective services (CPS) provided the basis for selection of the projects to be demonstrated, and project results will be used in planning improvements in CPS service delivery systems.

The project reported on in this document, Advanced Job Skills Training (AJST), focuses on teaching recently hired CPS specialists the advanced elements of service delivery in this field. AJST will be given within the first 24 months of employment. The project recognizes the need for unit supervisors to be involved in the staff development process. Training will be integrated more closely with experience on the job.

Copies of this and other reports on the 93-247 projects can be obtained by writing to Project Support and Utilization Section; Office of Research, Demonstration, and Evaluation; Texas Department of Human Services; P.O. Box 2960 (MC 504-E); Austin, Texas 78769.

ACKNOWLEDGMENTS

The Texas Department of Human Services wishes to acknowledge the contributions of a number of people who participated in the development and implementation of the Advanced Job Skills Training Project and who contributed to the project reports.

Cindy Wingate, project director, had major responsibility for day-to-day operations; Jan Huber, staff development specialist, developed curricula, training objectives, and performance measures to be used in training new child protective services (CPS) specialists; Kay Love, program specialist, served as program liaison with the Protective Services for Families and Children (PSC) Branch in headquarters. Special appreciation is accorded to regional liaisons--Jay Bohner, Carla Boisvenue, Carole Bowdry, Barbara Grissett, Reidar Hansen, Kathryn Hibbert, Laura Betty Mora, Susan Skaer, Roulene Wagonseller, Frank Wright, and Larry Wright--who served on the advisory committee and conducted the analysis of required tasks that eventually became the competency model for CPS specialists.

From the Office of Research, Demonstration, and Evaluation (ORDE)--headed by Assistant Commissioner Suzette Ashworth, Ph.D.--efforts were contributed by several members of ORDE's Research and Demonstration Division, which is administered by Kent Gummerman, Ph.D. Project Developer Barbara K. Richardson prepared the original grant proposal, and Project Specialist Lucretia Dennis-Small provided support to the project, prepared reports to the funding source, and arranged for nationwide dissemination of project results. Nicholas Constant and Phyllis Jamar of the Technical Communications Unit contributed to the high quality of project documents.

EXECUTIVE SUMMARY

The Advanced Job Skills Training (AJST) Project was conducted in the Protective Services for Families and Children (PSFC) Branch at DHS's headquarters in Austin. This annual report, a process evaluation, describes the methodology used to develop competency-based training for child protective services (CPS) specialists who are in their first 24 months of employment.

The Office of Field Managment asked regional administrators to nominate members from their regions to serve on a steering committee that reviews and comments on project activities.

During the project, the steering committee members determined that AJST was an inappropriate point to begin developing CPS specialist skills. The committee agreed to revise Basic Job Skills Training (BJST), to redefine the time spent in the BJST classroom, and to increase the role of the CPS supervisor in measuring the competency of the CPS specialist during the first 24 months of employment. In the former BJST classes, new CPS specialists spent three weeks at a centralized training center. This requirement has been eliminated.

The project identified the skills required for tasks performed by CPS specialists and revised the training curriculum accordingly. Plans are being made to conduct a pilot test of the revised curriculum in two DHS administrative regions.

BACKGROUND AND ORIGIN

On May 9, 1983, a formal statement of DHS's staff development process, known as the Managed Staff Development Model (MSDM), received executive approval. MSDM has three components--Basic Job Skills Training (BJST), Advanced Job Skills Training (AJST) and Individualized Staff Development (ISD)--each of which must be completed before the next component is started.

- o BJST teaches essential skills to new staff members; it is given in the first six weeks of employment. BJST was developed and first used in 1981 and evaluated in 1982.

- o AJST will teach job skills needed beyond entry level and will be given between the 6th and 24th months of employment.

- o ISD is an ongoing part of DHS's performance evaluation process; the CPS specialist and his or her supervisor determine individual training needs and how to meet them.

During fiscal year 1985, the Protective Services for Families and Children (PSFC) Branch conducted the first year of a two-year federally funded project to develop administrative procedures and the curriculum for advanced training in child protective services (CPS). The Advanced Job Skills Training (AJST) Project began developing a standardized framework for improving the ability of CPS specialists to provide a high quality of service to abused and neglected children and their families.

Both BJST and AJST are competency-based--that is, based upon the skills, abilities, and knowledge needed to perform a task or job. BJST was taught at only two locations for the entire state (Houston and Arlington). The 1982 evaluation of BJST indicated that too much content was included in the first three weeks of training and that there was no system to facilitate follow-up training in the regions.

AJST will be more decentralized; it will be given throughout the state by regional staff development specialists or, in some cases, by the CPS unit supervisors. Unit supervisors will be more closely involved in the staff development process; they will ensure that workers integrate training into the job and that they develop further skills through their job experience.

PROJECT OPERATIONS

OBJECTIVES

The AJST Project will complete DHS's Managed Staff Development Model (MSDM) for the CPS staff. The project will identify the competencies needed and will prepare a curriculum. The resulting training program will guide CPS workers in developing their abilities to give a high quality of service to families with abused or neglected children. To accomplish this goal, the following objectives were set:

1. to establish a steering committee for regional and state office input, review, and comment;

2. to establish an AJST administrative plan that includes (A) preparing a pamphlet explaining MSDM as it is developed for CPS specialists, (B) developing a training reporting system, and (C) delineating roles and responsibilities among state office and regional program and support staff;

3. to establish a competency-based model for training and evaluating CPS specialists;

4. to establish learning objectives and performance measures based on the competencies, including a test for exemption from training;

5. to establish curricula;

6. to establish systems to validate, evaluate, update, and revise competencies, learning objectives, performance measures, and curricula content;

7. to establish training-for-trainers curricula; and

8. to establish procedures for a pilot test.

STEERING COMMITTEE

In October 1984, the project director was hired. She established the statewide steering committee by asking each regional administrator of services to nominate a representative. Each of the administrative regions selected one person to serve on the committee, which

held its first meeting on November 27-29 in Austin. Headquarters in Austin was represented on the committee by one person each from PSFC, the Staff Development (SD) Division, and the Personnel Division.

ADMINISTRATIVE PLAN

Early in the first year, offices participating in the project--PSFC, Personnel, SD, and the Office of Research, Demonstration, and Evaluation (ORDE)--met to discuss the administrative plan (Objective 2), which contained three subobjectives:

A. preparing a pamphlet explaining how DHS's staff development model was developed for CPS specialists;

B. developing a way of reporting on whether trainees have achieved the desired competencies; and

C. clarifying the roles and responsibilities of the various offices involved in the project.

At the meeting, participants worked out agreements that fulfilled Subobjective C. Throughout the first project year, headquarters staff facilitated the project by providing consultation and technical assistance to regional program staff. Regional program staff reviewed and revised competencies, learning objectives, and performance measures. They also provided input into curriculum content and revisions to BJST.

Participants in the meeting also agreed that Subobjective A could not be achieved until the end of the project's second year.

The project achieved Subobjective B during its first year by developing the training evaluation form shown in Appendix A.

COMPETENCY-BASED MODEL FOR TRAINING

During the project year, steering committee members and the project staff reviewed and revised a draft of the competency model. As competencies were agreed upon, the project staff analyzed them to find the kind of training required. Learning objectives and performance measures were developed by steering committee members.

The project staff devised a method for evaluating CPS specialists' competency on DHS's standardized job tasks. An evaluation form--"Trainee Objective Attainment Record" (see Appendix A)--will be

used by the supervisor, regional staff development specialists, and the BJST trainer to certify a trainee's competency on materials presented in BJST. The BJST Agenda (Appendix B) for the centralized classroom training also was developed.

EXEMPTION FROM TRAINING

During its first year, the project decided to use previously developed tests to exempt CPS specialists from BJST. The process for administering these tests will be developed during the project's second year. A test for exemption from AJST will be developed during the next project year.

AJST CURRICULUM COMPONENTS

The AJST curriculum will be completed during the project's second year. The curriculum has these components:

- identified learning objectives;
- identified performance measures;
- structured learning experiences (administered by each region); and
- resource materials (books, articles, self-instructional packages, and curriculum packages available to regions).

The learning objectives and performance measures will be developed from recommendations made to project staff by the 10 regional steering committees. The structured learning experiences will take place in the regions and will be conducted by CPS supervisors and staff development specialists. Resource materials will be prepared by project staff. However, regional staff will be allowed to substitute their own resource materials to achieve any of the learning objectives.

Revised BJST will be presented to its first group of trainees beginning September 30, 1985.

SYSTEMS TO VALIDATE AND REVISE CURRICULA

During the first year of the project, systems that validate, evaluate, update, and revise competencies, learning objectives, performance measures, and curricula content were discussed with steering committee members. The committee and project staff agreed that such systems were needed and decided to establish them during the project's second year.

TRAINING FOR TRAINERS

The training-for-trainers curricula will be developed by the project staff at headquarters in Austin. In October 1985, CPS supervisors, staff development specialists, and program staff designated by the regions will receive training on the changes in the BJST curriculum.

REVISIONS IN BJST

The following revisions in BJST will go into effect in September 1985:

- Responsibility for training will be shared by the unit supervisor, BJST trainer, and regional trainer.

- Centralized classroom time will be reduced to 10 days.

- BJST will be expanded to include some on-the-job (OJT) experiences both before and after the classroom training. OJT will be provided by the unit supervisor and/or the regional CPS trainer. At some time during the trainee's probationary period, she or he will receive court-related training. Also, the videotaped interview on investigation of child abuse will be provided to those who need it.

- Procedures are planned for "testing out" of BJST. Until the procedures are developed, supervisors will continue to request waivers for those staff members who do not need the centralized classroom training.

- As soon as a new CPS specialist is hired, regional trainers and the state office scheduling coordinator will be notified

immediately so that the supervisor can receive training materials to prepare the new employee for BJST classroom training. The new hire will be assigned to BJST within the first six weeks of employment.

- Supervisors, program directors, and regional staff development specialists will receive the training-for-trainers curriculum at state office.

PILOT TEST

Three DHS regions--6 (Austin), 9 (San Antonio), and 3/12 (El Paso)--volunteered to pilot test the BJST curriculum. Regions 9 and 3/12 were selected to participate. The pilot test will start with the September 30 BJST training session. Throughout the test, the project staff will conduct consultative visits to pilot sites to give technical assistance and monitor progress.

UTILIZATION AND DISSEMINATION

During the project year, a flyer explaining the AJST concept and the project's goals and objectives was developed and distributed to headquarters PSFC branch staff members, regional directors for Services to Families and Children, CPS program directors, and the steering committee members. The project was discussed at the staff development conference in August 1985.

Quarterly progress reports were sent to DHS administrative staff members and regional personnel.

APPENDIX A

Training Evaluation Form

CHILD PROTECTIVE SERVICE BASIC JOB SKILLS TRAINING

TRAINEE OBJECTIVE ATTAINMENT RECORD

Learning objectives are arranged by tasks from the standardized CPS worker Performance Plan (Form 4040).

** Identify objectives that will be addressed only in the AJST pilot regions.

TASK: **USES SUPERVISION TO OBTAIN AND FACILITATE SERVICE TO CLIENTS**

Standards:

Seeks supervisor's assistance or approval when appropriate or as required by policy

Supervisor is informed of current case situations in a timely manner

LEARNING OBJECTIVES:

1. Given descriptions of typical CPS case situations, trainee will identify those in which the involvement of the supervisor is required by CPS policy.

(To be evaluated by the state office trainer. Responses must be within specified error tolerance.

Date attained _____

2. Given a case simulation, trainee will identify when, why, and how the supervisor is to be involved in decision making.

(To be evaluated by the state office trainer, using trainer judgement.)

Date attained _____

** 3. Given a specific case assignment for training purposes, trainee will follow CPS policy and good casework practice in involving supervisor/supervisor's designee in case decisions and case actions and in documenting the involvement.

(To be completed in the work unit prior to end of the probationary period. Objective attainment will be evaluated by the supervisor.)

Date attained _____

Trainee's description of the special learning assignment:

TASK: **MAINTAINS SUFFICIENT CASE DOCUMENTATION, INCLUDING FORMS AND NARRATIVE, TO PROVIDE A COMPLETE AND ACCURATE WRITTEN RECORD**

Standards:

Required forms, as outlined in state and regional policy are completed on a timely basis, appropriately submitted, updated as needed, and are present in the case folder.

Narratives are complete, accurate, and current according to appropriate policy requirements.

LEARNING OBJECTIVES:

1. Given a self-instructional CANRIS workbook and an objective achievement activity, trainee will complete the activity within specified error tolerances.

   Date attained _____

2. Given a self-instructional SSMS workbook and an objective achievement activity, trainee will complete the activity within specified error tolerances.

   Date attained _____

3. Given a self-instructional FACTS workbook and an objective achievement activity, trainees will complete the activity within specified error tolerances.

   Date attained _____

(To be completed prior to attending the centralized BJST class. Regional trainer or other persons with expertise in completion of these specific forms will be designated as tutor for this activity and will administer and score the objective achievement instrument).

4. Given typical segments of CPS case recordings, trainee will revise the recordings to reflect good style.

(To be evaluated by the state office trainer, using standard guides to good recording and trainer judgement)

Date attained _____

5. Given a case simulation, trainee will complete a CANRIS form and a FACTS form for the case.

(To be evaluated by the state office trainer. Responses must be within specified error tolerance.

Date attained _____

** 6. Given 1-3 learning cases, trainee will record case actions according to CPS policy, regional requirements, and good recording style.

(**To be completed following the centralized training and prior to completion of initial probation.** Objective attainment will be evaluated by the supervisor or a person designated by the supervisor)

Date attained _____

** 7. Given a specific case assignment, trainee will record a social history according to CPS policy, regional requirements, and good recording style.

(**To be completed following the centralized training and prior to completion of the probationary period.** Objective attainment will be evaluated by the supervisor or a person designated by the supervisor.)

Date attained _____

Trainee's description of the special learning assignment:

TASK: **BUILDS AND MAINTAINS COMMUNICATION AND WORKING RELATIONSHIPS WITH CLIENTS, COMMUNITY, AND CO-WORKERS**

Standards:

Effective relationships are built and maintained between client and worker reflecting objectivity concerning differences in cultures and values resulting in agency objectives being accomplished.

Effective relationships are built and maintained with community resources resulting in agency objectives being accomplished.

Relationships with DHR personnel are conducive to providing service and accomplishment of agency objectives.

LEARNING OBJECTIVES

1. Trainee will demonstrate understanding of CPS goals, philosophical base, legal base, roles and some selected concepts by:

   responding to a multiple choice questionnaire

   Date attained _____

   explaining in writing trainee's understanding of how selected concepts apply to CPS service delivery

   Date attained _____

   applying understanding in a case simulation

   Date attained _____

(To be evaluated by the state office trainer. Responses to questionnaire will be within specified error tolerance. Explanations and application to be measured by trainer judgement)

** 2. Given 1-3 learning cases, trainee will demonstrate understanding of CPS goals, philosophical base, legal base, roles and selected concepts by incorporating understanding into building relationships with clients, co-workers, and others involved in the cases.

(To be completed following the centralized training and prior to completion of the initial probation.

Objective attainment will be evaluated by the supervisor or a person designated by the supervisor)

Date attained _____

Trainee's description of the special learning assignment(s):

TASK: DEVELOPS AND MAINTAINS SUITABLE WORK PLANS

Standards:

Sets priorities to manage workload effectively in completing required tasks with time frames.

Non-case-related functions are completed within time frames required by supervisor, other administrative personnel, or policy.

** **LEARNING OBJECTIVE**

Given an entry level workload and workload management aids/techniques selected by the trainee and supervisor, the trainee will integrate 2-4 aids/techniques into workload management.

(To be completed in the work unit prior to end of the probationary period. Objective attainment will be evaluated by the supervisor.)

Date attained _____

Trainee's description of the special learning assignment:

TASK: ASSESSES CURRENT LIFE SITUATIONS OF CHILD(REN) AND FAMILY TO DETERMINE THE PRESENCE OF CHILD ABUSE AND/OR NEGLECT

Standards:

Investigations and assessments are conducted according to regional and state policy, standards, and guidelines that result in:

accurate assessments which protect children while maintaining intact families, as appropriate

assessments which result in sufficient information when court action is needed

Situations of child(ren) are accurately evaluated for degree of life threatening and/or safety endangering conditions, initially and on an ongoing basis

Investigations and/or visits are conducted at times and in locations appropriate for the individual case situation

LEARNING OBJECTIVES

1. Given a questionnaire and a series of case recordings, trainees will demonstrate their knowledge of indicators of physical abuse, sexual abuse and neglect; dynamics of physical abuse, sexual abuse and neglect; and characteristics of abusers and victims by:

   responses to a questionnaire

   Date attained _____

   written assessments based on case recordings

(To be evaluated by the state office trainer. Responses to the questionnaire must be within specified error tolerance. Evaluation of assessments based on trainer judgment.)

Date attained _____

2. Given a questionnaire and a series of case vignettes, trainee will demonstrate knowledge of the investigation process by:

   responding to a questionnaire

   Date attained

   by outlining an investigation process based on a case vignette

(To be evaluated by the state office trainer. Responses to the questionnaire must be within specified error tolerance. The outline will be evaluated by trainer judgment.)

Date attained _____

** 3. Given 1-3 cases in the assigned caseload which require(s) assessment(s), trainee will develop and document assessment(s) which satisfy state and local policies and procedures and which address:

indicators of abuse/sexual abuse/neglect (as appropriate to the case)

dynamics of abusive/neglectful families

characteristics of abusers and child victims

relevant social and historical background

degree of danger to the child

resources and supports available to the family (or to be explored as possibly available)

permanency planning issues

(To be completed following the centralized training and prior to completion of the probationary period. Objective attainment will be evaluated by the supervisor or a person designated by the supervisor.)

Date attained _____

Trainee's description of the special learning assignment:

TASK: DEVELOPS AND/OR IMPLEMENTS CASE PLANS TO MEET THE SPECIFIC NEEDS OF THE INDIVIDUAL FAMILY MEMBERS

Standards:

Information required by policy, standards, and guidelines is obtained, recorded, and updated, and reflects an individualized assessment of the client's problems and needs of the situation which fit agency objectives

Contacts are made according to policy and program requirements, and the focus remains on achieving service goals

Available community resources are used according to the needs of the individual case situation and policy

Placement decisions and actions consider individual circumstances and available resources

LEARNING OBJECTIVES

1. Given a series of statements/questions concerning policy requirements related to case planning, trainees will choose the correct responses

(To be evaluated by the state office trainer. Responses must be within specified error tolerance)

Date attained _____

2. Given a case assessment, trainees will develop and document a case plan which:

   identifies individuals to be involved in the development of the plan

   problems to be addressed

   specific objectives, actions and persons responsible for taking actions

   time limits, when appropriate

(To be evaluated by the state office trainer using guides to case planning and trainer judgment)

Date attained _____

** 3. Given 1-3 cases in the assigned caseload which require service plans, trainees will develop and document a case plan(s) which satisfies state and local policies and procedures and which addresses:

problems identified in the case assessment

involvement of those individuals required to carry out the plan and to support achievement of service objectives

service objectives which are specific, measurable, and time limited (when appropriate)

specific actions to accomplish objectives and identification of the individual responsible for taking each action

resources and supports to be used

permanency planning issues to be considered

(To be completed following the centralized training and prior to completion of the probationary period. Objective attainment will be evaluated by the supervisor or a person designated by the supervisor.)

Date attained _____

Trainee's description of the special learning assignment:

TASK: USES INTERVIEWING TECHNIQUES TO OBTAIN INFORMATION NEEDED FOR SERVING CLIENT NEEDS

Standards:

Methods of obtaining information are within policy and guidelines, and are adapted to the individual situation

Sufficient information is obtained to make timely decisions and case plans

Efforts are made to obtain information needed from collateral contacts

Sufficient information is obtained to facilitate court proceedings

LEARNING OBJECTIVES

1. Given a list of assertive communication techniques which are appropriate to a variety of typical CPS interactions with reporters of suspected abuse/neglect, clients, and collaterals, trainees will demonstrate selected techniques in a videotaped role play.

(**To be evaluated by the state office trainer** using a checklist and trainer judgment)

Date attained _____

** 2. Given 1-3 cases in the assigned caseload, trainee will plan, conduct, and record an interview which will:

Reflect understanding of the developmental level of the person interviewed

Reflect understanding of any cultural or value issues which impact the interview

Reflect appropriate communication techniques

Obtain the information needed to achieve the purpose of the interview

(To be completed following the centralized training and prior to completion of initial probation. Objective attainment will be evaluated by the supervisor or a person designated by the supervisor using any of the following methods:

observation of the interview

observation of a videotape of the interview

review of the trainee's process recording of the interview)

Date attained _____

Trainee's description of the special learning assignment:

TASK: PLACES AND PROVIDES SERVICES TO CHILDREN IN SUBSTITUTE CARE

Standards:

Child placement activities are carried out according to policy requirements

Child placement activity is based on sound child placement theory and practice, and incorporates permanency planning principles

LEARNING OBJECTIVES

1. Given a series of statements/questions about child placement and descriptions of typical case situations involving child placement, trainees will select correct responses to the statements/questions and will explain in writing their understanding of how selected concepts apply to the described situations.

   Date attained _____

2. Given a case simulation, trainees will apply knowledge of child placement policy and accepted practice.

(To be evaluated by the state office trainer. Responses to the questionnaire must be within error tolerance. Explanations and application of concepts will be evaluated by trainer judgment.)

Date attained _____

TASK: PLACES AND PROVIDES SERVICES TO CHILDREN IN SUBSTITUTE CARE

Standards:

Child placement activities are carried out according to policy requirements

Child placement activity is based on sound child placement theory and practice, and incorporates permanency planning principles

LEARNING OBJECTIVES

1. Given a series of statements/questions about child placement and descriptions of typical case situations involving child placement, trainees will select correct responses to the statements/questions and will explain in writing their understanding of how selected concepts apply to the described situations.

   Date attained _____

2. Given a case simulation, trainees will apply knowledge of child placement policy and accepted practice.

(To be evaluated by the state office trainer. Responses to the questionnaire must be within error tolerance. Explanations and application of concepts will be evaluated by trainer judgment.)

Date attained _____

OPTIONAL LEARNING OBJECTIVES

1. Given an emergency placement which arises in the assigned caseload, trainee will follow DHS policy, comply with requirements of the Texas Family Code, and incorporate good child care practices.

   Date attained _____

2. Given a non-emergency placement in the assigned caseload, trainee will prepare child, child's family and substitute care given for the placement and will place the child. Trainee wil comply with DHS policy and licensing standards.

   Date attained _____

BJST Agenda

CPS BJST AGENDA

WEEK I
DAY I

HOUSEKEEPING, GET ACQUAINTED, ICEBREAKING ACTIVITY

INTRODUCTION (RELATES TO **ALL TASKS ON THE 4040**)

HISTORICAL BACKGROUND AND THE CPS ENVIRONMENT

SOCIAL/COMMUNITY VALUES AND CPS

CPS GOALS

PRESERVE THE FAMILY UNIT

PREVENT FURTHER HARM TO THE CHILDREN

PROVIDE PERMANENCE FOR CHILDREN IN SUBSTITUTE CARE BY RESOLVING FAMILY DYSFUNCTION AND RETURNING CHILDREN TO THEIR FAMILIES OR PERMANENT PLACEMENT WITH OTHER FAMILIES OR CARETAKERS

JOINT DECISION MAKING (RELATES TO **TASK OF BUILDS AND MAINTAINS COMMUNICATION AND WORKING RELATIONSHIPS WITH CLIENT, COMMUNITY AND CO-WORKER**)

CHOOSING DECISION MAKERS: WHO NEEDS TO BE INVOLVED?

ORGANIZING INFORMATION SHARED

ARRIVING AT JOINT DECISIONS

UNDERSTANDING SUPERVISION IN CPS (RELATES TO THE TASK OF **USES SUPERVISION TO OBTAIN AND FACILITATE SERVICES TO CLIENTS**)

SUPERVISORY ROLES: SUPPORTIVE/EDUCATIONAL/ADMINISTRATIVE

NEW WORKER AND EXPERIENCED WORKER

CPS POLICY ON INVOLVEMENT OF SUPERVISION IN DECISION MAKING

THE WORKLOAD MANAGEMENT CONFERENCE

WEEK 1
DAY 2

INTRODUCTION (CONTINUED. RELATES TO ALL TASKS ON THE WORKER'S 4040)

LEGAL BASE OF SERVICE (BRIEF OVERVIEW)

THE CONSTITUTIONAL BASE OF SERVICES

STATE-FEDERAL PARTNERSHIP

ACCOUNTABILITY BASED IN LAW

TEXAS FAMILY CODE

OTHER LAWS PERTAINING TO PROTECTIVE SERVICES (CPS HANDBOOK)

SOME BASIC CONCEPTS, COMMITMENTS, AND ASSUMPTIONS

CONFIDENTIALITY: SPECIAL ISSUES IN CPS

PRINCIPLES OF THE WORKER-CLIENT RELATIONSHIP AS APPLIED IN CPS

UNDERSTANDING BASIC HUMAN NEEDS AND MOTIVATION TO CHANGE

MUTUAL INVOLVEMENT IN PLANNING AND PROBLEM SOLVING/CLIENT RIGHTS AND RESPONSIBILITIES

AUTHORITY AND RESPONSIBILITY

ELIGIBILITY FOR SERVICES: CATEGORIES OF CHILDREN SERVED/DEFINITIONS

CLIENTS' RIGHTS: DUE PROCESS/NON DISCRIMINATION

AGENCY AND WORKER LIABILITY/PROTECTIONS

WORKER ROLE (RELATES TO TASK OF BUILDS AND MAINTAINS COMMUNICATION AND WORKING RELATIONSHIPS WITH CLIENTS, COMMUNITY AND CO-WORKERS)

CPS ROLES

INTERVENOR

ASSESSOR

ADMINISTRATOR

SUPERVISEE (LEARNER)

CASE MANAGER

ADVOCATE

PROFESSIONAL ROLE AND RELATION TO OTHER PROFESSIONALS
(NASW
CODE OF ETHICS - SUMMARY OF PRINCIPLES)

WEEK I
DAY 3-5

ASSESSMENT OF CHILD ABUSE/NEGLECT (RELATES TO THE TASK OF ASSESSES CURRENT LIFE SITUATIONS OF CHILD(REN) AND FAMILY TO DETERMINE THE PRESENCE OF CHILD ABUSE AND/OR NEGLECT)

PHYSICAL ABUSE OF CHILDREN

INDICATORS

DYNAMICS OF ABUSIVE FAMILIES

CHARACTERISTICS OF ABUSIVE PARENTS/ABUSED CHILDREN

ABUSE IN SUBSTITUTE CARE SITUATIONS

VALUES AND CULTURAL ISSUES IN CHILD ABUSE

EMOTIONAL ABUSE ASSOCIATED WITH PHYSICAL ABUSE

PSYCHOTIC ABUSE

INTERGENERATIONAL ASPECT OF PHYSICAL ABUSE

DEVELOPMENTAL ASPECTS/CONCERNS/ISSUES

SEXUAL ABUSE OF CHILDREN

INDICATORS

DYNAMICS OF SEXUALLY ABUSIVE FAMILIES

CHARACTERISTICS OF ABUSERS/VICTIMS

ABUSE IN SUBSTITUTE CARE SITUATIONS

VALUES/ISSUES AND THE EMOTIONAL IMPACT ON WORKER AND COMMUNITY IN THE ASSESSMENT OF SEXUAL ABUSE OF CHILDREN

EMOTIONAL ABUSE ASSOCIATED WITH SEXUAL ABUSE

DEVELOPMENTAL ISSUES IN SEXUAL ABUSE OF CHILDREN; INTERVIEWING TECHNIQUES FOR CHILDREN AT DIFFERENT DEVELOPMENTAL LEVELS

CHILD NEGLECT

INDICATORS

DYNAMICS OF NEGLECTING FAMILIES

CHARACTERISTICS OF NEGLECTING PARENTS/NEGLECTED CHILDREN

POVERTY AND NEGLECT

VALUES AND CULTURAL ISSUES IN CHILD NEGLECT

EMOTIONAL NEGLECT

MEDICAL NEGLECT

DEVELOPMENTAL ASPECTS/ISSUES/CONCERNS

WEEK II
DAY 1

INVESTIGATION (RELATES TO THE TASK OF **ASSESSES CURRENT LIFE SITUATIONS OF CHILD(REN) AND FAMILY TO DETERMINE THE PRESENCE OF CHILD ABUSE AND/OR NEGLECT**)

THE INVESTIGATION PROCESS (ASSESSMENT PROCESS)

TAKING THE REFERRAL

INFORMATION NEEDED TO BEGIN INVESTIGATION (WHO? WHAT? WHEN? WHERE? HOW? WHY/WHY NOT?)

PRIORITIZING THE REFERRAL

FAMILY CODE REQUIREMENTS

COMMUNICATION SKILLS NEEDED

CONDUCTING THE INVESTIGATION

REQUIREMENTS OF THE FAMILY CODE

CPS HANDBOOK POLICIES/GUIDELINES

DETERMINING VALIDITY OF ALL ALLEGATIONS

DEVELOPING A SOCIAL HISTORY

DETERMINING THE DEGREE OF DANGER

FINALIZING THE INVESTIGATION/DETERMINING ACTUAL PRIORTIY

DOCUMENTING THE INVESTIGATION

DOCUMENTING ON FORMS

DOCUMENTING IN NARRATIVE RECORDING

RECORDING STYLE

WEEK II
DAY 2

SERVICE PLANNING (RELATES TO THE TASK OF DEVELOPS AND OR IMPLEMENTS CASE PLANS TO MEET THE SPECIFIC NEEDS OF THE INDIVIDUAL FAMILY MEMBERS)

INTRODUCTION TO SERVICE PLANNING

SERVICE PLANNING/CASEWORK PROCESS

REQUIREMENT OF LAW AND POLICY IN DELIVERING CHILD PROTECTIVE SERVICES

MUTUAL SERVICE PLANNING/INVOLVEMENT OF CLIENTS AND OTHERS NEEDED TO ACHIEVE OBJECTIVES

DEVELOPING GOALS AND OBJECTIVES

DEVELOPING ACTION PLANS AND CLARIFYING RESPONSIBILITIES

TIME LIMITS AS MOTIVATORS

MONITORING SERVICE PLANS

UPDATING PLANS/POLICY REQUIREMENTS

DOCUMENTING SERVICE PLANNING

ACHIEVING SERVICE PLAN OBJECTIVES/CLIENT OUTCOME ASSESSMENT TERMINATING SERVICES

SERVICE PLANNING WITHIN SPECIFIC TREATMENT MODELS

PHYSICAL ABUSE

IDENTIFYING AND UTILIZING FAMILY STRENGTHS

THE CRIMINAL JUSTICE SYSTEM

UTILIZING COMMUNITY RESOURCES

BUILDING SUPPORT SYSTEMS

DECISIONS AROUND TERMINATION OF SERVICES

SEXUAL ABUSE

IDENTIFYING AND UTILIZING FAMILY STRENGTHS

THE CRIMINAL JUSTICE SYSTEM

THE VIDEOTAPED INTERVIEW AS EVIDENCE AND AS AN AID IN TREATMENT

USE OF GROUPS

DECISIONS AROUND TERMINATION OF SERVICES

CHILD NEGLECT

IDENTIFYING AND USING FAMILY STRENGTHS

USING COMMUNITY RESOURCES

BUILDING SUPPORT SYSTEMS

USE OF GROUPS

DECISIONS AROUND TERMINATION OF SERVICES

WEEK II
DAY 3

ASSERTIVE COMMUNICATION (RELATES TO THE TASKS OF BUILDS AND MAINTAINS COMMUNICATION AND WORKING RELATIONSHIPS WITH CLIENTS, COMMUNITY, AND CO-WORKERS AND USES INTERVIEWING TECHNIQUES TO OBTAIN INFORMATION NEEDED FOR SERVING CLIENT NEEDS

ASSERTIVE COMMUNICATION TECHNIQUES

HOW ASSERTIVE COMMUNICATION DIFFERS FROM AGGRESSIVE COMMUNICATION

IMPORTANCE OF BODY LANGUAGE

NON-DEFENSIVE TECHNIQUES

ACTIVE LISTENING TECHNIQUES

WEEK II
DAY 4

CHILD PLACEMENT (RELATES TO THE TASK OF PLACES AND PROVIDES SERVICES TO CHILDREN IN SUBSTITUTE CARE)

CHILD PLACEMENT PHILOSOPHY/CONCEPTS/ASSUMPTIONS

SEPARATION TRAUMA

MATCHING CHILDREN WITH SUBSTITUTE CARE RESOURCES

ATTACHMENT

THE GRIEF PROCESS/DEVELOPMENTAL CONSIDERATIONS

PERMANENCY PLANNING

REUNIFICATION

TEXAS FAMILY CODE REQUIREMENTS/PROVISIONS

PLACEMENT WITH COURT ORDER

PLACEMENT WITHOUT COURT ORDER (EMERGENCY PLACEMENTS)

TERMINATION OF PARENTAL RIGHTS

ADOPTION

MINIMUM STANDARDS FOR CHILD PLACING AGENCIES: 24 HOUR CARE AND ADOPTION

PREPARATION FOR PLACEMENT

MEDICAL CARE

SAFE AND DEVELOPMENTALLY SUPPORTIVE CHILD CARE

MAINTAINING CONTACT WITH PARENTS, SIBLINGS, RELATIVES

DOCUMENTING CHILD PLACEMENT

FOSTER CARE INTAKE STUDY

FORMS

NARRATIVE

ROLES WITHIN THE FOSTER CARE SYSTEM

WEEK II
DAY 5

DEMONSTRATION OF TRAINEE UNDERSTANDING OF:

- PHILOSOPHICAL BASE OF CPS
- LEGAL BASE OF CPS
- CONCEPTS OF:
  - PERMANENCY PLANNING
  - CONFIDENTIALITY
  - AUTHORITY
  - DUE PROCESS
  - ELIGIBILITY FOR CPS
  - EQUAL TREATMENT/NON-DISCRIMINATION
- USE OF SUPERVISION IN PROVIDING SERVICES TO CLIENTS
- ASSESSMENT
  - INFORMATION NEEDED TO ASSESS
  - PROCESS OF ASSESSMENT
  - MUTUAL INVOLVEMENT OF CLIENT AND OTHERS THAT HAVE INFORMATION NEEDED TO MAKE AN ACCURATE ASSESSMENT
  - PROBLEM INDENTIFICATION
  - CULTURAL AND VALUE IMPACTS ON ASSESSMENT
- INVESTIGATION
  - LEGAL AND DHR POLICY GUIDELINES
  - PRIORITIZATION
  - DOCUMENTATION OF INVESTIGATION
- SERVICE PLANNING
  - INVOLVEMENT OF THOSE NEEDED IN PROBLEM SOLUTION
  - DEVELOPING MEASURABLE OBJECTIVES
  - IDENTIFYING RESPONSIBILITIES FOR ACTION AND GAINING COMMITMENT FOR ACTION

CHILD PLACEMENT

LEGAL AND POLICY GUIDELINES

PREPARATION FOR PLACEMENT

RECOGNIZING THE GRIEF PROCESS

MAINTAINING COMMUNICATION WITH FAMILY

PERMANENCY PLANNING